

RIDGECREST CHARTER SCHOOL

Charter Renewal Petition

Submitted to:

**The Sierra Sands Unified School District,
and, if necessary the State Board of Education**



For the term July 1, 2014 through June 30, 2019

TABLE OF CONTENTS

AFFIRMATIONS/ASSURANCES.....	3
PREFACE	5
EXECUTIVE SUMMARY	6
Educational Philosophy.....	6
General Description	6
Student Population and the Faculty Team	7
ANALYSIS OF THE LAST TERM.....	8
Student Achievement Plan	9
Analysis of Other Academic Measurable Pupil Outcomes from Prior Terms	9
Other School Accomplishments	13
ELEMENT ONE – EDUCATIONAL PROGRAM	16
Mission.....	16
Vision.....	16
Whom the School is Attempting to Educate.....	16
What It Means to be an “Educated Person” in the 21 st Century	18
How Learning Best Occurs	19
Second Language Program	22
Technology.....	23
Short-term Independent Study	23
School Calendar and Bell Schedule	23
Serving Academically Low and High Achieving Students.....	26
Plan for English Learners.....	28
Serving Students with Disabilities	29
Section 504 of the Rehabilitation Act.....	31
Serving Special Education Students	32
Professional Development	35
Highly Qualified Teachers	35
ELEMENT TWO – MEASURABLE PUPIL OUTCOMES AND ELEMENT THREE – METHODS OF MEASUREMENT.....	36
Collecting, Analyzing and Reporting Data	42
Use of Data	42
Parent Survey	43
Reporting Academic Progress.....	43
ELEMENT FOUR – GOVERNANCE.....	44
Legal.....	44
Board of Directors.....	44

Parent and Community Involvement	45
ELEMENT FIVE – EMPLOYEE QUALIFICATIONS	48
Director’s Qualifications.....	48
Chief Operations Officer Qualifications	49
Core Teachers’ Qualifications	50
Personnel Policies	51
Evaluation Procedure	51
ELEMENT SIX – PROCEDURES TO ENSURE HEALTH AND SAFETY OF PUPILS AND STAFF.....	52
Procedures for Background Checks	52
Role of Staff as Mandated Child Abuse Reporters	52
TB Testing	52
Immunizations.....	52
Medication in School	52
Vision, Hearing/Scoliosis	53
Diabetes.....	53
Emergency Preparedness	53
Blood borne Pathogens	53
Drug Free/Alcohol Free/Smoke Free Environment	53
Facility Safety	53
Comprehensive Sexual Harassment Policies and Procedures.....	54
Additional Insured	54
ELEMENT SEVEN –RACIAL AND ETHNIC BALANCE	55
ELEMENT EIGHT – ADMISSIONS REQUIREMENTS	56
ELEMENT NINE – INDEPENDENT FINANCIAL AUDIT.....	58
ELEMENT TEN – SUSPENSION AND EXPULSION PROCEDURES.....	59
ELEMENT ELEVEN – RETIREMENT SYSTEMS	74
ELEMENT TWELVE – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES.....	75
ELEMENT THIRTEEN – EMPLOYEE RETURN RIGHTS	76
ELEMENT FOURTEEN – DISPUTE RESOLUTION PROCEDURE.....	77
Dispute Resolution Process – Direct Resolution	77
Dispute Resolution Process – Alternate Resolution	77
ELEMENT FIFTEEN – PUBLIC SCHOOL EMPLOYER	78
ELEMENT SIXTEEN – CLOSURE PROCEDURES.....	79

MISCELLANEOUS PROVISIONS	81
Budget and Financial Reporting	81
Administrative Services	81
Facilities	82
Insurance and Safety Policy	83
CIVIL LIABILITY IMPACT	84

APPENDICES

APPENDIX 1:	2013-2014 SCHOOL CALENDAR AND BELL SCHEDULE
APPENDIX 2:	2013-14 CLUB SCHEDULE
APPENDIX 3:	STUDENT ACHIEVEMENT PLAN
APPENDIX 4:	CCSA 2012 ACADEMIC ACCOUNTABILITY REPORT CARD AND CCSA SCHOOL QUALITY SNAPSHOT
APPENDIX 5:	PARENT-STUDENT HANDBOOK
APPENDIX 6:	SAMPLE LESSON PLANS
APPENDIX 7:	INSTRUCTIONAL MATERIALS LIST
APPENDIX 8:	2013-14 PACING GUIDE FOR KINDERGARTEN
APPENDIX 9:	INDEPENDENT STUDY BOARD POLICY AND MASTER AGREEMENT
APPENDIX 10:	STUDENT STUDY TEAM FORMS
APPENDIX 11:	2013-2014 PROFESSIONAL DEVELOPMENT PLAN
APPENDIX 12:	INDIVIDUALIZED LEARNING PLAN
APPENDIX 13:	2013-2014 PARENT SURVEY
APPENDIX 14:	2012 SARC
APPENDIX 15:	BYLAWS, ARTICLES OF INCORPORATION, AND CONFLICTS CODE
APPENDIX 16:	EMPLOYEE HANDBOOK
APPENDIX 17:	TEACHER EVALUATION FORM
APPENDIX 18:	HEALTH AND SAFETY POLICIES AND PROCEDURES
APPENDIX 19:	STUDENT RECRUITMENT STRATEGIES
APPENDIX 20:	TYPICAL DAY FOR A STUDENT AT RIDGECREST CHARTER SCHOOL
APPENDIX 21:	BUDGET (INCLUDING CASH FLOW AND ASSUMPTION), AND 3 YEAR PROJECTION

AFFIRMATIONS/ASSURANCES

Ridgecrest Charter School (“RCS” or the “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School shall be deemed the exclusive public school employer of the employees of Ridgecrest Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend Ridgecrest Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

PREFACE

California's future economy rests on an educated workforce. Ridgecrest Charter School began educating children in September 2001. In 2009 the Charter School had a student population of 178 and has grown to approximately 400 students in 2013-2014.

The Charter School's pedagogy and methodology are aligned to the California Standards for the Teaching Profession. All textbooks are State adopted and reflect the California State Standards and new Common Core State Standards.

All teachers are fully credentialed and highly qualified as defined by the No Child Left Behind Act ("NCLB"). In 2012, the Charter School had a Statewide Rank of 7 and Similar Schools Ranking of 10.

Student learning and progress is followed through benchmark assessments that are administered every six weeks and are analyzed by the teachers to inform instruction and next learning. Ridgecrest Charter School has continued to implement an intervention program that provides 30 minutes per day of additional instructional support to students who scored below proficient on the STAR test.

Every student at Ridgecrest Charter School has an Individualized Learning Plan ("ILP") that is tailored to his or her specific learning style, needs and suggested interventions and/or accelerations. The ILP is updated every six weeks based on benchmark testing and informal assessment data. The ILP follows students throughout their academic journey at Ridgecrest Charter School.

Ridgecrest Charter School will continue to provide a safe, small school environment with a rigorous curriculum, personalized, inquiry based instruction that promotes student learning, teacher articulation and collaboration and promotes team building and school unity. Ridgecrest Charter School will continue to foster an atmosphere that promotes learning at the highest level, while also promoting a sense of community and family in a small K-8 environment.

EXECUTIVE SUMMARY

The California Charter Schools Act is intended to provide an environment where accountability, flexibility, innovation, parental choice, parent-teacher involvement and public-private partnerships can work together to provide a better future for our children. As Education Code 47601 states: “It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- a. Improve pupil learning;
- b. Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving;
- c. Encourage the use of different and innovative teaching methods;
- d. Create new professional opportunities for teachers including the opportunity to share responsibility for the learning program at the school;
- e. Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system;
- f. Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems; and
- g. Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.”

Educational Philosophy

We believe students learn in an environment that encourages inquiry and dialogue around Common Core State Standards, that values and builds on prior knowledge and that nurtures and supports the whole child.

The Charter School provides an environment where accountability, flexibility, innovation, parental choice, parent teacher involvement, and public-private partnerships can work together to provide a better future for our children. The Charter School will embrace, celebrate and benefit from the ethnic, linguistic and the socioeconomic diversity of our ever changing community by promoting family, school, and community partnerships.

General Description

In September 2001, a new charter school in Ridgecrest began providing a rigorous education to children. This school is known as Ridgecrest Charter School. The Charter School is currently authorized by the State Board of Education (“SBE”). As required by Education Code Section 47605(j)(3), this charter renewal request shall be submitted to the Sierra Sands Unified School District (“District”) for consideration and if denied, shall submit to the SBE. This charter shall use the generic term “Authorizer” to describe the entity that approves the charter renewal.

As of 2011-12, the Charter School has exceeded its Academic Performance Index (“API”) growth targets in the last two years of operation. Ridgecrest Charter School currently serves approximately 400 students at one site, in kindergarten through eighth grade, with twenty two students in each kindergarten, first, second, and third grade classroom and 28 students in each classroom of grades four and five and 32 students in grades six through eight (with instructional aide support as needed). Over the next charter term, enrollment is projected to reach approximately 560 students in grades K-8, with the approximately same student distribution per class.

For the duration of the fourth charter term, Ridgecrest Charter School plans to continue to offer activities and adult supervision Monday through Friday from 7:30 a.m. to 4:00 p.m. A goal during this fourth charter term will be to expand the program to include before and after school day care, such that the hours of operation would extend from 7:00 a.m. to 5:00 p.m. Instructional minutes offered by the Charter School will exceed the number of minutes required by state law, and the Charter School offers 180 days of instruction. A goal during this charter term will be to expand our Special Education program to include an additional twenty calendar days for extended school year services for Special Education students where necessary so that these services, when required by a student's individualized education program ("IEP") can be offered in-house at Ridgecrest Charter School. It is planned that the instructional day will be from 8:00 a.m. to 3:00 p.m. for Grades K through 8, with clubs, extracurricular activities, extended day care and a variety of tutorial opportunities available both before and after core instruction. Attached as Appendix 1, please find the 2013-2014 school calendar and bell schedule. Attached as Appendix 2, please find the 2013-14 club schedule.

Ridgecrest Charter School will provide a rigorous, inquiry based curriculum, learning style-evaluation, management process, and staff development, which will be constantly monitored and changed when necessary to maximize our effectiveness. The Charter School will continue its balanced program for the new millennium that develops minds, bodies and spirits. An academic program that integrates four areas of literacy in a curriculum will continue to be taught as a team approach: language, technology, life sciences, and life skills. In addition, the program will provide physical education, health, and a nutritious meal program. Programs that develop emotional and social life skills training through fine arts, community service and environmental focus, including targeted counseling services and conflict resolution programs will be offered.

Ridgecrest Charter School students, in addition to mastering the Common Core State Standards, will:

- read fluently to enjoy, infer, and interpret a variety of print material, i.e. literature, poetry, newspapers;
- engage in constructive dialogue, value literature and language and express oneself effectively through a variety of modalities;
- become curious, motivated, self-reflective learners who generate questions to deepen understanding;
- understand mathematical relationships, reason logically, problem solve and use mathematical techniques effectively in practical application;
- become stewards of the environment, and seek to make the community a better place;
- integrate and apply acquired knowledge in and out of the classroom; and
- take ownership of one's actions and be responsible citizens of the community.

Student Population and the Faculty Team

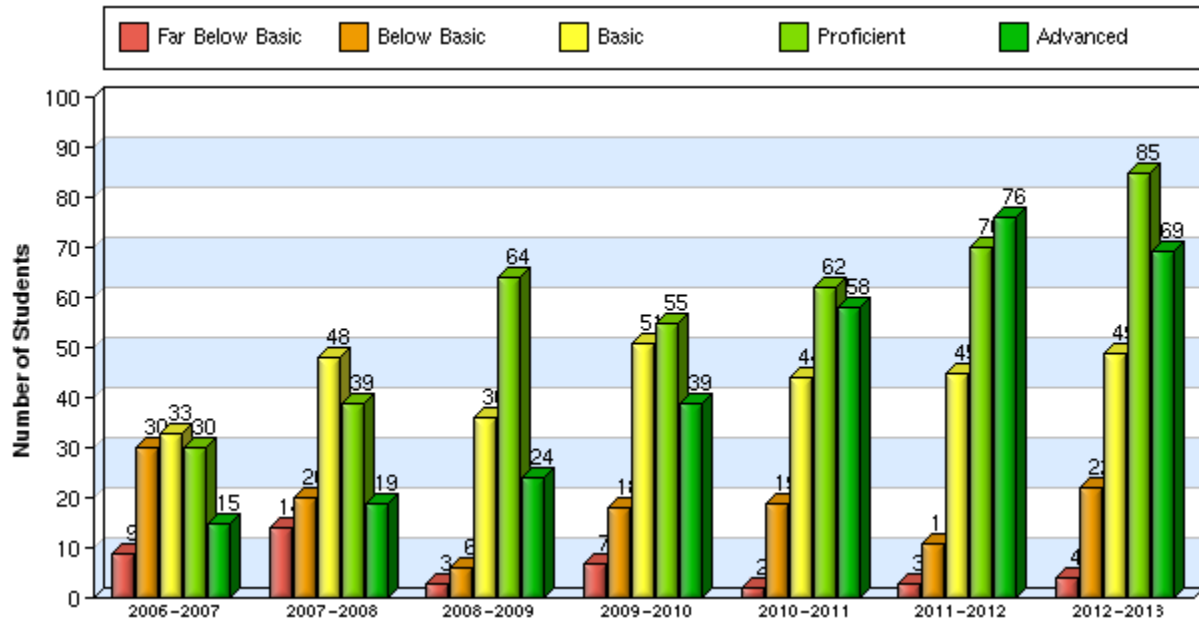
Students can enroll in the Charter School from any school in the State, but admissions preference in the event of a public random drawing will be given to students residing in the District. The Ridgecrest Charter School faculty team will be role models to students for lifelong learning and professionalism. The faculty team will be held accountable for ensuring that Ridgecrest Charter School students achieve high standards. The faculty team will have the freedom and responsibility for supporting the development of all academic programs.

Ridgecrest Charter School (a California nonprofit public benefit corporation) will continue to set new standards for efficient and effective management, freeing more resources for the education of children.

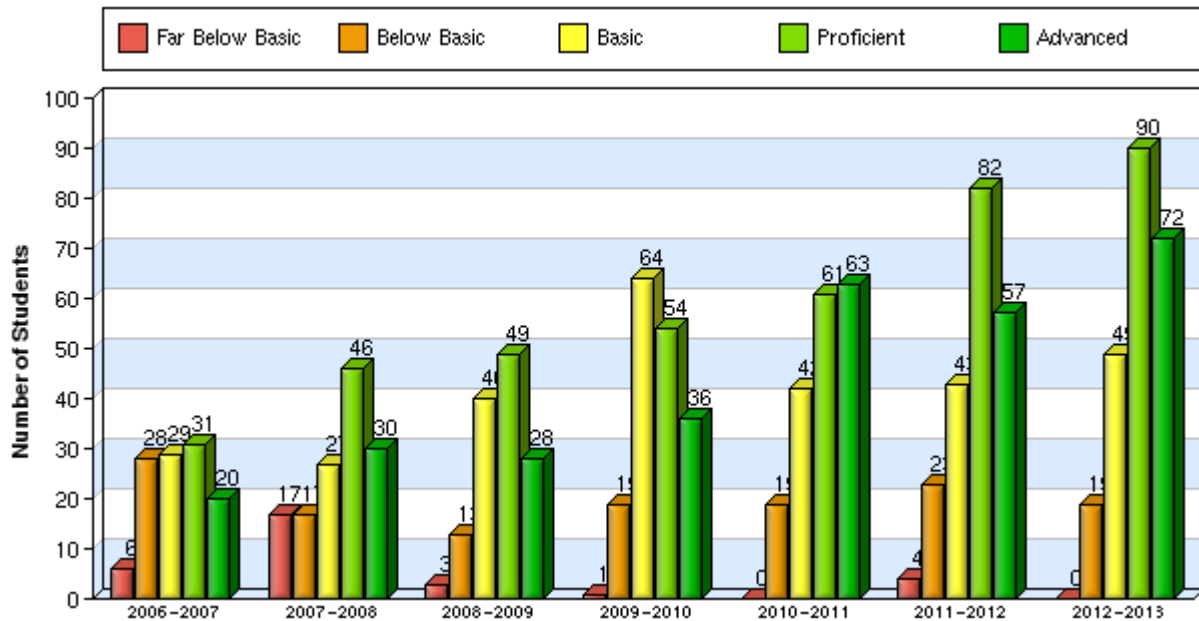
ANALYSIS OF THE LAST TERM

Ridgecrest Charter School developed and implemented an action plan for academic achievement and an assessment plan to assist us in using data to improve student achievement. Here are the results of Ridgecrest Charter School's focus on "Using Data to Drive Instruction."

Multi Year Comparison Report for California Standards Test ("CST") English Language Arts ("ELA")



Multi Year Comparison Report for CST MATH



Student Achievement Plan

During the 2012-2013 school year Ridgecrest Charter School created a Student Achievement Plan that outlined the academic goals for the school community in line with the pupil outcomes in the charter related to grade level proficiency in English Language Arts, Math, Science, and History/Social Studies, attached as Appendix 3.

Conclusions: Please refer to Appendix 4, CCSA 2012 Academic Accountability Report Card and CCSA 2013 School Quality Snapshot.

Analysis of Other Academic Measurable Pupil Outcomes from Prior Term

The charter for the prior term contained additional academic pupil outcomes beyond the student proficiency rates on state standards. The following presents the pupil outcomes from the charter in each text box, with a summary of Ridgecrest's progress toward meeting those outcomes immediately following:

Outcome

The Charter School will demonstrate student improvement on standardized test scores that compare favorably with schools that have similar student populations (e.g., race, gender, socio-economic status). Compare Ridgecrest Charter School standardized test scores to standardized test scores for schools in the state and for similar schools

Summary of Similar Schools Report

The following represents the similar schools California Department of Education ("CDE") data "*schools that compare favorably with schools that have similar student populations and grade levels (e.g., race, gender, socio-economic status).*" Ridgecrest Charter is ranked 10 on a scale of 1-10 when compared to 100 similar schools (2011-2012 data).

Ridgecrest Charter School Renewal Petition

CDS Code	County	School District	School	2012 Base API
19-64733-0102426	Los Angeles	Los Angeles Unified	Milagro Charter	894
19-64808-6020614	Los Angeles	Montebello Unified	Montebello Gardens Elementary	890
19-64287-6110043	Los Angeles	Baldwin Park Unified	Santa Fe Elementary	886
20-75606-6024079	Madera	Chawanahee Unified	North Fork Elementary	874
19-73445-6014369	Los Angeles	Hacienda la Puente Unified	Sparks Elementary	866
52-71522-6111629	Tehama	Evergreen Union	Evergreen Middle	865
10-62414-6007108	Fresno	Sanger Unified	Centerville Elementary	853
36-75069-6037212	San Bernardino	Upland Unified	Cabrillo Elementary	852
33-67082-0101139	Riverside	Hemet Unified	Harmony Elementary	851
15-75630-1530500	Kern	SBE - Ridgecrest Charter	Ridgecrest Charter	848
33-75176-6108278	Riverside	Lake Elsinore Unified	Withrow Elementary	847
55-72405-6054936	Tuolumne	Summersville Elementary	Summersville Elementary	847
37-75614-0100511	San Diego	Valley Center-Pauma Unified	Lilac	845
19-64733-6016471	Los Angeles	Los Angeles Unified	Cheremoya Avenue Elementary	844
42-69195-6045470	Santa Barbara	Goleta Union Elementary	Isla Vista Elementary	843
50-71217-0110080	Stanislaus	Patterson Joint Unified	Apricot Valley Elementary	841
19-64733-6016026	Los Angeles	Los Angeles Unified	Bertrand Avenue Elementary	840
49-70649-6051635	Sonoma	Cinnabar Elementary	Cinnabar Elementary	837
09-61903-6095301	El Dorado	Lake Tahoe Unified	Sierra House Elementary	835
19-64733-0122622	Los Angeles	Los Angeles Unified	Aspire Firestone Academy	835
30-10306-3030632	Orange	Orange County Department of Education	OCCS:CHEP/PCHS	835
37-68023-6037857	San Diego	Chula Vista Elementary	Rogers (Greg) Elementary	834
30-66423-6027247	Orange	Anaheim City	Stoddard (Alexander J.) Elementary	833
19-64212-6010961	Los Angeles	ABC Unified	Palms Elementary	831
19-64568-6013817	Los Angeles	Glendale Unified	John Muir Elementary	831
50-71076-6098180	Stanislaus	Empire Union Elementary	Christine Sipherd Elementary	831
19-64840-6020838	Los Angeles	Norwalk-La Mirada Unified	Anna M. Glazier Elementary	830
19-64881-6021679	Los Angeles	Pasadena Unified	Longfellow (Henry W.) Elementary	828
36-67611-6035349	San Bernardino	Barstow Unified	Henderson Elementary	827
07-61754-6004048	Contra Costa	Mt. Diablo Unified	El Monte Elementary	826
19-64733-1931716	Los Angeles	Los Angeles Unified	Valley Alternative Magnet	824
19-64998-6022651	Los Angeles	Saugus Union	Cedarcreek Elementary	824
33-67082-6110415	Riverside	Hemet Unified	Bautista Creek Elementary	824
37-68197-6111207	San Diego	La Mesa-Spring Valley	Sweetwater Springs Elementary	821
15-63800-6010151	Kern	Taft City	Roosevelt Elementary	820
54-10546-0124057	Tulare	Tulare County Office of Education	Valley Life Charter	819
31-66951-6117493	Placer	Western Placer Unified	First Street	817
19-64212-6071351	Los Angeles	ABC Unified	Benito Juarez Elementary	816
19-73445-6014393	Los Angeles	Hacienda la Puente Unified	Temple Academy	816
19-64592-6013981	Los Angeles	Hawthorne	Ramona	816
30-66621-6029987	Orange	Orange Unified	West Orange Elementary	816
19-64725-6015507	Los Angeles	Long Beach Unified	Mann Elementary	815
19-64469-6012926	Los Angeles	Duarte Unified	Beardslee Elementary	814
19-64733-6017644	Los Angeles	Los Angeles Unified	Hubbard Street Elementary	814
40-75457-6043160	San Luis Obispo	Paso Robles Joint Unified	Winifred Pifer Elementary	814
49-75358-6052369	Sonoma	Windsor Unified	Cali Calmecac Language Academy	813
36-67736-6035935	San Bernardino	Helendale Elementary	Helendale Elementary	811
19-65037-6022818	Los Angeles	South Whittier Elementary	Howard J. McKibben Elementary	809
10-62414-6007181	Fresno	Sanger Unified	Madison Elementary	808
36-67850-6036693	San Bernardino	Rialto Unified	Trapp Elementary	806
36-67876-6036750	San Bernardino	San Bernardino City Unified	Ramona-Alessandro Elementary	806
33-67215-6032536	Riverside	Riverside Unified	Alcott Elementary	805
33-67082-0102772	Riverside	Hemet Unified	Cawston Elementary	803
36-67678-6098354	San Bernardino	Chino Valley Unified	Alicia Cortez Elementary	802
19-64733-6019509	Los Angeles	Los Angeles Unified	Toland Way Elementary	801
37-68452-0100933	San Diego	Vista Unified	Hannalei Elementary	800
07-61648-6003628	Contra Costa	Antioch Unified	Sutter Elementary	799
54-72256-6054563	Tulare	Visalia Unified	Elbow Creek Elementary	797
30-66746-6030753	Orange	Westminster Elementary	Finley Elementary	796
19-73452-0125005	Los Angeles	Rowland Unified	Telesis Academy of Science & Technology	795
07-61796-6004758	Contra Costa	West Contra Costa Unified	Fairmont Elementary	794
50-71068-6052500	Stanislaus	Denair Unified	Denair Elementary	794
39-75499-6106488	San Joaquin	Tracy Joint Unified	Louis J. Villalobos Elementary	793
34-67439-6034003	Sacramento	Sacramento City Unified	Hollywood Park Elementary	792
56-73759-6055941	Ventura	Conejo Valley Unified	Glenwood Elementary	790
34-76505-6033419	Sacramento	Twin Rivers Unified	Hazel Strauch Elementary	789
39-68627-0117796	San Joaquin	New Jerusalem Elementary	New Jerusalem	789
15-63321-6008973	Kern	Bakersfield City	Henry Eissler Elementary	788
43-69674-6048821	Santa Clara	Santa Clara Unified	Briarwood Elementary	788
19-64733-6018873	Los Angeles	Los Angeles Unified	Richland Avenue Elementary	785
50-71167-6052708	Stanislaus	Modesto City Elementary	John Fremont Elementary	785
10-62125-6005979	Fresno	Coalinga-Huron Joint Unified	Sunset Elementary	782
56-72652-6056030	Ventura	Ventura Unified	Sunset Elementary	779
19-64733-6108641	Los Angeles	Los Angeles Unified	San Miguel Elementary	777
19-64436-6012520	Los Angeles	Covina-Valley Unified	Lark Ellen Elementary	772
01-10017-0109835	Alameda	Alameda County Office of Education	FAME Public Charter	771
39-68593-6109532	San Joaquin	Manteca Unified	Stella Brockman Elementary	771
37-73569-6106546	San Diego	Oceanside Unified	Reynolds Elementary	770
43-69625-6072151	Santa Clara	Oak Grove Elementary	Del Roble Elementary	769
56-72652-6056238	Ventura	Ventura Unified	Will Rogers Elementary	769
13-63073-6008296	Imperial	Brawley Elementary	Myron D. Witter Elementary	765
54-72264-6054753	Tulare	Waukena Joint Union Elementary	Waukena Joint Union Elementary	761
01-61259-6001812	Alameda	Oakland Unified	Emerson Elementary	759
34-76505-6033575	Sacramento	Twin Rivers Unified	Orchard Elementary	759
28-66266-6026876	Napa	Napa Valley Unified	Napa Junction Elementary	758
54-71837-0109009	Tulare	Burton Elementary	Summit Charter Academy	754
57-72702-6056410	Yolo	Winters Joint Unified	Waggoner Elementary	752
39-68676-0100206	San Joaquin	Stockton Unified	George W. Bush Elementary	751
56-72454-0109520	Ventura	Fillmore Unified	Mountain Vista	751
11-75481-6007470	Glenn	Orland Joint Unified	Fairview Elementary	749
01-61242-6001622	Alameda	New Haven Unified	Searles Elementary	747
38-68478-6115901	San Francisco	San Francisco Unified	Tenderloin Community	745
48-70532-6120240	Solano	Dixon Unified	Gretchen Higgins Elementary	743
27-66050-0107292	Monterey	King City Union	King City Arts Charter	740
41-69039-6044994	San Mateo	San Mateo-Foster City	Parkside Elementary	740
11-62661-6007603	Glenn	Willows Unified	Murdock Elementary	733
07-61796-6004857	Contra Costa	West Contra Costa Unified	Mira Vista Elementary	723
01-61119-6090104	Alameda	Alameda City Unified	Washington Elementary	721
27-65961-6119663	Monterey	Alisal Union	Oasis Charter Public	700
33-67181-6032494	Riverside	Palo Verde Unified	Ruth Brown Elementary	695
01-61259-0110262	Alameda	Oakland Unified	Rise Community	654

Outcome

The Charter School will meet its targeted growth rate for the Academic Performance Index.

Summary:

In 2013, Ridgecrest Charter School's API score grew by 16 points, with a growth target of "A". Additionally, all numerically significant pupil subgroups met their growth targets. Given the action plans described herein, Ridgecrest Charter School anticipates future growth in-line with or in excess of its API growth target each year of the next charter term.

Ranking the API Scores for Ridgecrest Charter and the local district, Sierra Sands Unified

<u>School</u>	<u>API Score</u>	<u>Base</u>	<u>Target</u>	<u>Growth</u>	<u>Schoolwide</u>	<u>Groups</u>	<u>Targets</u>
Las Flores Elementary	893	872	A	21	Yes	Yes	Yes
Inyokern Elementary	871	841	A	30	Yes	Yes	Yes
RIDGECREST CHARTER	864	848	A	16	Yes	Yes	Yes
Pierce Elementary	854	858	A	-4	Yes	Yes	Yes
Gateway Elementary	841	846	A	-5	Yes	No	No
Murray Middle	832	825	A	7	Yes	No	No
Richmond Elementary	824	814	A	10	Yes	Yes	Yes
Faller Elementary	813	855	A	-42	Yes	No	No
James Monroe Middle	781	768	5	13	Yes	No	No

The API above is a great comparison; however, it is not an "apples to apples" comparison. Using the online API calculator, we have disaggregated the data to compare our elementary scores to the district elementary scores as well as our middle school scores.

Elementary Schools:

Las Flores- 893

RIDGECREST CHARTER- 874

Inyokern- 871

Pierce- 854

Gateway- 841

Richmond- 824

Faller- 813

If we compare “apples to apples”, Ridgecrest Charter School scores higher than all but 1 elementary school in the District. For Renewal Purposes we would compare our 874 API with Faller Elementary with an API of 813, located about 1 mile from Charter.

Middle Schools:

RIDGECREST CHARTER- 838

Murray Middle- 832

James Monroe- 781

If we compare “apples to apples”, Ridgecrest Charter School scores higher than all middle schools in the District. For Renewal Purposes, we would compare our 838 API with James Monroe with an API of 781, located about 1 mile from Charter.

Outcome

Ridgecrest Charter School students will meet or exceed the Annual Yearly Progress (“AYP”) targets identified under the federal No Child Left Behind Act

Summary:

Ridgecrest Charter School did not meet this outcome.

Outcome

Ridgecrest Charter School students will maintain its 2007-2008 98% average daily attendance (“ADA”) rate within 2% annually.

Summary:

Ridgecrest Charter School ADA in 2011-2012 was 96%, within the 2% margin specified.

Outcome

Ridgecrest Charter School will, at a minimum, meet at least one of the criteria for renewal pursuant to Education Code Section 47607(b).

Summary:

The Charter School has met this outcome.

Charter Renewal

The following shall serve as documentation confirming that the Charter School exceeds the statutory criteria required for renewal set forth in Education Code Section 47607(b):

Ridgecrest Charter School Renewal Petition

- The Charter School has exceeded its API growth target in the prior year or in two of the last three years both schoolwide and for all groups of pupils served by the Charter School. (Education Code Section 47607(b)(1))

Year	API Score	Growth Target	Actual Growth	Met Target Schoolwide and Subgroups
2013	864	A	+16	Yes
2012	845	A	+19	Yes
2011	825	5	+32	Yes
2010	794	A	-39	No
2009	841	5	+105	Yes

- The Charter School has ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years. (Education Code Section 47607(b)(2))

Year	Statewide Ranking
2012	7
2011	6
2010	5
2009	7
2008	3

- The Charter School has ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years. (Education Code Section 47607(b)(3))

Year	Similar Schools Ranking
2012	10
2011	8
2010	2
2009	10
2008	1

Therefore, the Charter School has exceeded the minimum criteria for renewal by meeting not one but three of the possible criteria.

Other School Accomplishments

The following represents the accomplishments of Ridgecrest Charter School in its prior term:

- Ridgecrest Charter School is fully accredited by the Western Association of Schools and Colleges (“WASC”);
- Ridgecrest Charter School held a K-8 school-wide Junior Olympics every year since 2001-2002. In 2012-2013, 10 students went on to compete in the regional Junior Olympics;

- Ridgecrest Charter School received an International Testing and Evaluation Association (ITEA) technology grant to fund its computer lab;
- In 2012-2013, Ridgecrest Charter School conducted a school-wide spelling bee, grades K-8;
- In 2012-2013, Ridgecrest Charter School held a school-wide science fair, and eight Ridgecrest Charter School students went on to compete at the County level;
- In 2012-2013, Ridgecrest Charter School held a school-wide geography bee sponsored by National Geographic;
- In 2012-2013 Ridgecrest Charter School started its first GATE program and competed in the Odyssey of the Mind Competition. The team took 1st place and moved on to the Regional Competition where they took 5th place;
-
- In 2013-2014 Ridgecrest Charter School was able to contract with a food services vendor and is now serving breakfast and lunch daily;
- Ridgecrest Charter School maintains clean, safe, and orderly facilities which meet all requirements of Education Code Section 47610;
- Ridgecrest Charter School Parent Teacher Organization (“PTO”) meetings/activities on average achieve 90% parent participation;
- Ridgecrest Charter School holds a community harvest festival every year which raises over \$4000 annually;
- Ridgecrest Charter School sends three representatives from grades 6-8 to serve on the City Youth Advisory which advises on City expenditures for City youth programs;
- Ridgecrest Charter School participates in volleyball and basketball and competes amongst the schools in the Sierra Sands Unified School District;
- More than 50% of Ridgecrest Charter School teachers hold masters degrees; 100% of all teachers are appropriately credentialed and highly qualified;
- In 2012-2013, Ridgecrest Charter School students created Thanksgiving and December Holiday baskets of food which were provided to the Salvation Army for distribution;
- In 2012-2013, Ridgecrest Charter School collected funds for the Red Cross to provide support for the military;
- Ridgecrest Charter School annually participates in the Kiwanis Walk-A-Thon which has annually raised \$2000 in funds for breast cancer awareness;
- Ridgecrest Charter School operates multiple after school clubs including but not limited to chess, k-kids, global cultures, drama, yearbook, student council, Zumba, and art;
- Ridgecrest Charter School holds regular family fun nights of arts and crafts and movies;

Ridgecrest Charter School Renewal Petition

- Ridgecrest Charter School holds an annual family and student breakfast as a kick off for red ribbon week;
- City police conduct regular counseling for Ridgecrest Charter School students on topics of interest such as bullying, gossip, theft, and bicycle safety;
- Ridgecrest Charter School holds a variety of field trips annually including but not limited to the following: Maturango Museum, Petroglyphs located on the China Lake Naval Base, Short Canyon (for the annual wildflower blossom), Manzanar (a former Japanese Internment Camp), Cal State University Bakersfield Wild-life preserve, and Camp KEEP Cambria (Kern Environmental Education Program);
- Ridgecrest Charter School has achieved a “clean” independent fiscal audit for each year of its operation;
- Annually, Ridgecrest Charter School hosts a school-wide talent show;
- For the past seven years, Burroughs High School drama club has performed a Dr. Seuss play for Ridgecrest Charter School students; and
- Each year since 2001-2002, Ridgecrest Charter School has held a Scholastic Book fair for Ridgecrest Charter School students and families.

ELEMENT ONE EDUCATIONAL PROGRAM

Governing Law: *A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.*

A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. - Education Code Section 47605(b)(5)(A)(i)-(iii)

Mission

RCS’s mission is to provide all students with an exceptional education that will allow them to excel inside and outside the classroom. RCS seeks to achieve this mission by offering students a rigorous core curriculum, an outstanding staff, high standards and expectations, extended instructional hours, and personalized learning opportunities. RCS will strive to ensure that students are prepared for college and for the 21st Century world and workplace by creating students with higher order thinking skills.

RCS seeks to: provide targeted instruction and support services to accelerate growth among students under-prepared for high school success, and (as a consequence) prepare them for college.

The mission of Ridgecrest Charter School is to provide an experience-centered, life-long learner based environment that enables each student to meet the academic challenges and develop the social, emotional, and physical understanding necessary to succeed in life.

Vision

We seek to establish an educational environment that is creative, academically rigorous and emotionally nurturing. Ridgecrest Charter School will provide a safe and supportive environment that empowers students with the strategies and tools to become lifelong learners and informed, responsible citizens to function effectively in the 21st century global environment.

Whom the Charter School is Attempting to Educate

Ridgecrest Charter School is committed to providing a successful, safe, and rigorous educational experience aligned to the Common Core State Standards, while promoting the joy, dedication to, and importance of learning for all of our students. Ridgecrest Charter School welcomes, as space and resources are available, all California residents legally able to attend a California public school in grades transitional kindergarten (“TK”) – 8. Our educational program is committed to academic, social, civic, and character development. Our current 2013-2014 enrollment is approximately 400 students; we anticipate that the enrollment will reach approximately 560 students at the end of the renewal charter term. The Charter School’s student population reflects that of the District (data from 2011 CALPADS and 2012 STAR testing):

Ridgecrest Charter School Renewal Petition

Demographic Characteristic	Ridgecrest Charter School	Sierra Sands Unified School District
Black or African American	8%	6%
American Indian or Alaska Native	2%	1%
Asian	1%	3%
Filipino	3%	2%
Hispanic or Latino	20%	23%
Native Hawaiian or Pacific Islander	0%	1%
White	60%	62%
Two or More Races	4%	1%
Eligible for Free or Reduced-Price Lunch	57%	46%
English Learners	1%	7%
Students with Disabilities	13%	12%

RCS's educational program is based on the instructional needs of our target student profile. RCS targets the following students:

- Students who are not currently successful in their current core academic subjects;
- Students with special needs who require a small class setting and their academic, emotional and behavioral needs are not being met in a traditional school setting;
- Students whose academic or English learning needs necessitate a small school environment with personalized attention;
- Students whose academic or English language learning needs are not being met in a traditional school environment; and
- Students whose diversity represents their respective communities.

In education, one size does not fit all and RCS is dedicated to providing students and families throughout the Ridgecrest area with a small school option that can meet their unique needs.

The goals of Ridgecrest Charter School are:

- to provide students with practical knowledge and skills that will promote competence, a life-long curiosity and self-motivation for learning in an ever-changing world;
- to provide students with the necessary tools to maximize their ability to achieve high scores on norm-referenced state and national tests;
- to teach and motivate students to seek understanding of the world around them and to apply this understanding to the broader world contexts of career, family and civic responsibility;
- to help students learn to reason, research, analyze, apply, elucidate and extrapolate for preventive problem-solving and goal setting/attainment;
- to provide a culture that will learn by doing, accompanied by the willingness and the energy to keep asking the questions that will generate the next best alternative;
- to regularly measure student and staff performance and to provide information for attaining higher achievement;
- to regularly measure parent and school community satisfaction; and
- to enable pupils to become self-motivated, competent, and life-long learners.

Expected School Wide Learning Results

Proficient communicators who:

- Are active and critical listeners
- Read, write, and speak effectively
- Develop a relationship with the written and spoken word

Research and technologically proficient students who:

- Apply research skills for academic purposes
- Use technology competently
- Adapt to emerging technology

Investigative problem solvers who:

- Set challenging academic goals
- Ask critical thinking questions
- Apply logic and reason to solve problems

Diligent scholars who:

- Demonstrate proficiency in English and mathematics
- Demonstrate proficiency in social studies and science
- Demonstrate proficiency in art and physical education

Ethical and honest students who:

- Exhibit personal and academic integrity
- Embrace and celebrate diversity
- Show honesty, ethics, and responsibility toward themselves and others

What it Means to be an Educated Person in the 21st Century

Educated persons of the 21st century will have a strong and healthy self-concept and see themselves as autonomous, cooperative, respectful and productive lifetime learners. They will be self-disciplined, intuitive, self-motivated and pro-social toward others and wise in their personal choices. They will be able to work and live harmoniously with others and the environment and interact in a manner that is flexible, healthy, purposeful and creative. The educated persons of the 21st century understand that life existence is interconnected and interdependent and will see themselves as integral members of a diverse community. They will have developed a broad knowledge base and acquired skills that will allow them to be constructive, successful and contributing members of society. The educated persons of the 21st century will:

- have a strong understanding in core areas of math, reading, writing, and science;
- be able to understand and use computers and adapt to new technologies as they become available;
- appreciate the fine and performing arts;
- be knowledgeable of western and world cultures both present and historic;
- be able to work collaboratively with others;
- be a complex and creative thinker;
- be a problem solver and an independent decision-maker;

- be a lifelong learner, capable of using existing knowledge and skills and capable of learning new skills when necessary;
- will understand that every action has an impact and will recognize the impact of his or her behavior on others and the environment; and
- be self-assured, articulate, accepting of diversity and compassionate, and use common sense.

We establish a learning community where:

- learning needs are met,
- resources are provided,
- questions are answered, and
- potentials are unlocked for all learners

How Learning Best Occurs

Ridgecrest Charter School educational program is based upon the understanding that learning best occurs:

- in an environment that values and builds on students' prior knowledge and engages students actively in a rigorous curriculum that is student centered, inquiry based and humanistic;
- when students are encouraged to construct meaning through questioning, problem solving and discovery;
- when children feel safe, cared about, and encouraged to explore new ideas;
- as a result of positive attitudes, a supportive environment, and high expectations from teachers and parents;
- when parents participate in school and are taught how to help their students with their schoolwork;
- when teachers are highly qualified, motivated, and love their work;
- in small classes and through curriculum that is exciting, challenging, and inquiry based.
- when students are invited to apply their knowledge and encouraged to look at all sides of issues;
- when differentiated instruction is utilized; and
- where children are valued for who they are and what they bring to the class.

Community

RCS is small school with approximately 66 students per grade level K-3, and 60 students per grade level 4 and 5, and 32 students per grade level in 6-8. However, during this term our middle school is set to expand to 64 students per grade level 6-8. These small classes are designed to create a community where each student is known personally.

Students are more likely to succeed in small schools, where teachers and the director know each family well. Students and their needs are not lost in the crowd. Target enrollment for elementary school (K-5) is between 350 and 380 students. Target enrollment for our secondary schools (6-8) is between 96 and 192 students.

Small Class Sizes: In smaller classes, teachers can give each individual student the time and individual attention necessary to realize his or her personal academic goals. RCS strives to maintain a 22:1 student-teacher ratio in kindergarten through third grade, 28:1 ratio in grades four and five and 32:1 in grade six through eight. Also, students in the 6th through 8th grade spend part of each day in classes with a student-teacher ratio of approximately 16:1.

Instructional Program and Curriculum

The educational program includes an integrated curriculum incorporating a variety of learning/teaching styles and is assessed regularly. Peer tutoring, cross-age generational learning, community mentors, tutors, and experts teach students at their own rate in order to individualize instruction. We celebrate diversity and build on the strengths of each member of our school community. The Charter School follows a curriculum that emphasizes direct instruction, guided practice and student interactive methods for teaching and learning. All texts are state adopted and approved, aligned to Common Core State Standards (“CCSS”). These include Houghton Mifflin Excursions ELA Program K-6, and Houghton Mifflin California Math Series K-6 grade and Glencoe McGraw-Hill (California pre-algebra/algebra series for seventh and eighth grade and Glencoe McGraw-Hill California Treasures ELA for seventh and eighth grade).

CCSS are utilized when implementing the curriculum and instruction. Curriculum is research-based and student-focused to develop each student's full potential, while recognizing his or her uniqueness. Our high expectations will result in literate, self-reliant, and confident learners. Homework is regularly assigned Monday through Thursday. Students are required to comply with a dress code as stated in the Parent-Student Handbook (attached as Appendix 5). Accurate and easily understood evaluation procedures, reflecting actual achievement, are employed. It is our goal to provide every opportunity to students to achieve one month’s worth of growth for one month’s time in class, irrespective of their grade level at the beginning of the year. For students in Special Education, their growth expectations will be reflected in their Individualized Education Plan.

Scope and Sequence

Because Ridgecrest Charter School’s educational program emphasizes regular formative assessment and the use of data to increase student achievement, our pacing plans, which prepare for our benchmark assessments, guide and define the scope and sequence of the curriculum taught in our school with regard to the 4 core subject areas identified by California’s Board of Education.

Instructional Delivery

Students in TK through 5th grade have one teacher of record. Students in grades 6-8 (middle school) have 4 teachers (starting in 2013-2014) with single subject credentialed teachers delivering instruction. Over the past two years the middle school teachers have shifted from the one classroom model to rotating for subject matter. This year we have also added a single subject physical education (“PE”) teacher to our middle school staff.

All educators at RCS use a variety of pedagogical strategies to ensure all students learn and grow continuously. Strategies are selected based on the teacher’s knowledge of how students’ best learn different topics, and are usually used in combination. RCS has Instructional Blueprints in math, language arts, science and social science, that spell out the frequency and purpose for each type of instruction. These blueprints, as well as the purchased curriculum materials, provide the structure for a standards-based curriculum. RCS educators are also trained to adapt these methods in ways that maximize personalized experiences each child receives. The major strategies used include:

Explicit Instruction: in this traditional form of teaching, the teacher presents the lesson, which includes: a purpose; specific instructions; modeling; guided practice; and checking for understanding. At the conclusion, students individually demonstrate their new skills or knowledge.

Massed and Distributed Practice: this retention strategy provides students with many opportunities to practice new skills upon initial learning. Practice is then distributed over the course of many months to increase the retention of previously learned skills and knowledge.

Problem Solving: this method provides students with a step-by-step process for determining the solution.

Inquiry: in this process, students are presented with a problem or question, and formulate and test theories to work towards a solution.

Project-based Instruction: In this approach, students apply learning to complex problems, and are required to conduct extended research, analyze and synthesize information across subject areas, and develop written and oral end products. Projects are also ideal for developing the “habits of mind” necessary for success in college and the world beyond, such as perseverance, responsibility, and time management. Projects are linked with students’ real world experiences, making learning relevant. Many projects are community service oriented.

Attached as Appendix 6, please find Sample Lesson Plans; as Appendix 7, an instructional materials list; and as Appendix 8, a Pacing Guide for kindergarten for 2013-14.

RCS uses a combination of adopted programs and curriculum developed in-house to meet RCS standards and build basic skills, higher-order thinking skills, and life-skills. The curriculum is clearly articulated as a K-12 system and based on the California state standards.

All elements of the curriculum are research-based and have been proven effective in schools.

Language Arts: Students communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. This may be through oral reports and debates, written letters and essays. Through the examination of various texts, students demonstrate critical reading and active listening skills in order to comprehend, interpret, and evaluate ideas. Students write extensively in both expository and creative forms. When students are learning to read, instruction will focus on phonemic awareness, phonics instruction, fluency, and text comprehension. Writing is integrated into the learning process.

One of the main resources in K-6 literacy instruction may be the Houghton Mifflin Excursions materials. Writing is supplemented with vocabulary and instruction based on the Six Traits of Writing. Grades 6-8 use California’s Recommended Literature list for the core of its English Language Arts program. This may be supplemented with real life readings such as editorials, and non-fiction texts.

Social Science: RCS’s history and social studies curriculum ensures that students are historically literate (including culture, geography, politics, economics, and ethics) and become active, informed citizens (including U.S. policy and effective research techniques). Students apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens. Students learn to apply chronological, thematic and integrative thinking, develop and test hypotheses about cause and effect, gather evidence to support conclusions, use methods of historiography, conduct in-depth and relevant research, critically examine sources, and synthesize ideas. Materials at both the elementary and secondary level include primary sources, historical literature, and a variety of non-fiction texts. Throughout the K-8 instructional program, social science and language arts are interwoven. The stories and facts in history are the vehicles for instructing students to read and write.

Mathematics: Students apply mathematical concepts and processes, including number systems, operations, graphics and logic, in order to problem-solve within and outside of mathematics. Students demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students are expected to be competent in symbolic reasoning and in constructing logical arguments.

A balanced approach provides both the conceptual understanding of math and the skills to solve problems. By providing extensive math time in elementary classrooms and a ratio of 16:1 in math in the secondary school, we have effectively raised our student's mathematic understanding.

Science: Students demonstrate understanding of scientific concepts and ideas through real-world applications. Students utilize scientific research and inquiry methods to conduct investigations and problem-solve. They apply conceptual knowledge and processes from the major branches of science (biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines. RCS uses a variety of curriculum materials and the state adopted textbooks may be supplemented with FOSS, and local scientific resources such as guest speakers, field trips, and presentations.

New Classes for 2013-2014:

Life Skills (Elective 6-8): Students develop an understanding of the importance of health and nutrition through classroom instruction, selected special programs, collaborations with local health agencies, and thematic units. Health instruction follows the California Health Framework. Data from the California Healthy Kids survey or our own internal surveys will inform additional needed interventions.

Current Events (Elective 6-8): For high-achieving students to further develop their high order thinking skills. Students will work in small teams and build a robot with the help of local educators and engineers.

Study Skills (Elective 6-8): The purpose of this course is to teach students necessary skills to improve their studying habits and improve their test-taking ability.

Art History (Elective 6-8): Students develop abilities to recognize, describe and analyze informational and formal elements of works of art and their contexts using Meet the Masters Curriculum.

Physical Education Teacher (Single Subject 6-8): Students receive regular physical education instruction. Emphasis is placed on activities that students are likely to engage in throughout their lives (e.g. running, dancing).

Second Language Program

One of the goals of the prior term was to create a second language program at Ridgecrest Charter School. To date, Ridgecrest Charter School has not had the funding to create a full curriculum driven second language program, and any second language offerings have been done through the after school program utilizing parents and teacher volunteers. Ridgecrest Charter School renews its goal in this term to create a full second language program. The Ridgecrest Charter School Board is currently considering curriculum and funding options for the program. Ridgecrest Charter School is optimistic that it will be able to incorporate its second language program into the curriculum during the 2014-2015 school year.

Spanish/Second Language (Elective 6-8): Students will work with the fundamentals of language structure, pronunciations, grammar, vocabulary, idioms and phrases in Spanish to develop competency in oral and written Spanish. Students will work with Spanish texts to develop an understanding and appreciation of the various Spanish-speaking cultures.

Technology

Ridgecrest Charter School recognizes that access to and utilization of technology is essential to preparing students for secondary and post-secondary education as well as for productive placement in the business and professional world. We realize as well that access to the Internet for many families, and for their school-age children, are often limited. To this end, the comprehensive Technology Plan is being developed which includes the following:

- acquisition of appropriate software, hardware, and routing access to the Internet;
- a management plan that encourages daily access to computers;
- course competencies in computer literacy;
- utilization of technologically-advanced software to supplement the core curriculum and promote the practice of higher-level thinking skills;
- parent access to literacy courses and a management plan to promote after school at-home use by students while providing an opportunity to strengthen the role of parents in homework assistance and class-work skill reinforcement for the students as they return the next day to school; and
- appropriate safeguards to ensure access to educational information only.

Each classroom has 2-4 computers with Internet access and the school is also equipped with a computer lab. Students exercise their higher-order thinking skills through simulations and presentations, their communication and their research skills. Prior to the 13-14 school year all classrooms were given technology upgrades, which included: a new teacher lap top, document camera, projector and amplification system. Teachers all participated in technology in-services prior to school beginning.

Short-term Independent Study

In the interest of maintaining individual student academic progress and minimizing disruption to the educational program as a result of an extended student absence, Ridgecrest Charter School will consider, on a case-by-case basis, the use of short-term independent study contracts for students who receive prior approval for absences due to travel or extended illness, of three or more days in duration. Any such use of independent study will be limited to occasional, incidental instances of extended absences, and will be fully compliant with all applicable independent study laws and regulations. The Ridgecrest Charter School governing board has adopted a board policy and master agreement in accordance with Education Code Section 51745 *et seq.* and its implementing regulations (see attached, as Appendix 9), and shall ensure, through consultation with Ridgecrest Charter School's legal counsel and independent auditors, that all forms and procedures are in conformance with independent study law requirements.

School Calendar and Bell Schedule

The Charter School exceeds the annual instructional minutes requirements of Education Code Section 47612.5(a)(1) (attached, as Appendix 1 please find the 2013-14 bell schedule). The Charter School offers 180 days of instruction annually (attached, as Appendix 1, please find the 2013-14 school calendar).

Annual Goals and Annual Actions in the State Priorities

CHARTER SCHOOL ANNUAL GOALS AND ACTIONS TO ACHIEVE STATE PRIORITIES	
<u>State Priority #1.</u> The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))	
ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> • RCS will hire and maintain a highly qualified faculty. • RCS will obtain the most up-to-date standards aligned instructional materials that will prepare students for college and career. • School facilities are maintained and in good repair. 	<ul style="list-style-type: none"> • All candidates will undergo a rigorous hiring process, which includes paper screening, interviews, performance tasks, curricular and teaching materials review, teaching demonstration, and reference checks. • Faculty will have 10+ days of targeted professional development; based on individual and school goals and the needs of students based on data. • School leaders and faculty will research and obtain the most up-to-date standards-aligned materials and participate in a yearly updating process. • Annual school community survey. • Faculty participates in shared decision making process. • Regular walkthroughs of school facilities by school leadership.
<u>State Priority #2.</u> Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency	
ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> • All RCS curriculum will be aligned to CCSS. • All RCS curriculum will be designed to support ELs and other struggling subgroups. 	<ul style="list-style-type: none"> • Curriculum maps for each course written prior to school opening and revisited yearly. • All curriculum maps will have goals and strategies to support ELs. • 10+ days of professional development, which includes 5 full days dedicated for implementing Common Core, and supporting ELs and other struggling students.
<u>State Priority #3.</u> Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation	
ANNUAL GOALS TO ACHIEVE PRIORITY #3	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> • Parents view themselves as a key component of the schools' and student success. • Parents demonstrate high satisfaction with the school's program. 	<ul style="list-style-type: none"> • Published list of differentiated opportunities for parental involvement (handbook). • Regular, designated times for parents to give feedback to school leadership (meetings , etc.). • Annual school community survey.

State Priority #4. Pupil achievement, as measured by all of the following, as applicable:

- A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)
- B. The Academic Performance Index (API)
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
- E. EL reclassification rate
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of college preparedness

ANNUAL GOALS TO ACHIEVE PRIORITY #4

- All students will become proficient in English, math, science and social science.
- Students perform well on all external tests.
- Students show growth on benchmark assessments.
- All students show growth on external measures.

ACTIONS TO ACHIEVE ANNUAL GOALS

- Standards based and aligned curriculum.
- Regular benchmark assessments (minimum 3x per year) aligned to standards
- Extensive student support structures (remediation courses, tutoring, differentiated instruction)
- Curriculum maps designed to support ELs and struggling students
- Extensive professional development, (10+ days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups

State Priority #5. Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- D. High school dropout rates
- E. High school graduation rates

ANNUAL GOALS TO ACHIEVE PRIORITY #5

- Students attend school regularly, consistently and on time.

ACTIONS TO ACHIEVE ANNUAL GOALS

- Social-Emotional learning in all courses.
- Individualized Learning Plans.
- Extensive support structures, including early intervention plans.
- Extensive community building via orientation, and morning meeting.

State Priority #6. School climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

Serving Academically Low and High Achieving Students

Ridgecrest Charter School develops ILPs for all students in all classes. These Individualized Learning Plans include relevant strategies to meet all of the education needs of the child. It is the goal of Ridgecrest Charter School to meet the educational needs of every child in every classroom, and to utilize general education interventions first, where possible, to minimize the need for special education services. This ultimately gives the Charter School more latitude of response in meeting all children's needs. All students are assessed during the first month of school using formative, summative and computer based assessments. This data, along with the student's prior ILP and CST data helps the teacher determine whether the student is academically low- or high-achieving with regards to academic achievement. For academically low-achieving students, the Individualized learning plan will include appropriate interventions to include but not be limited to after school tutoring.

Success-Makers program, peer tutoring, the Lexia Literacy program, Reading Dogs, reading buddies, and parent/community volunteer support. For academically high-achieving students, additional challenges are included in the Individualized learning plan to include but not be limited to opportunities to peer tutor another child, Success Makers (higher level work), additional class projects and homework for extra credit, and the ability to join upper grade classes for course work.

If the Individualized learning plan is not meeting the educational needs of the child, and the teacher or teachers have met with parents and instituted classroom modifications, the child will be referred to the Student Study Team. The purpose of the Student Study Team is to bring all school-wide resources to aid powerful learning program strategies for special needs. The Student Study Team uses a systematic problem-solving approach, utilizing teachers, administrators, parents, the student, counselors, psychologists, relatives, and community persons, to assist students who are not progressing at a satisfactory rate. The Student Study Team is not a pre-requisite to evaluation for special education eligibility. Attached as Appendix 10, please find Student Study Team forms.

Support for Students Achieving Below Grade Level

Ridgecrest Charter School sets high expectations for *all* students and is committed to working with students who are not meeting outcomes to help them achieve at expected levels. Students who perform below the acceptable level may receive a mix of intervention services, including: in-class individual tutoring by classroom teachers; in-class small-group tutoring by classroom teachers; before-or after-school tutoring by non-classroom educators in a one-on-one or in small groups; participation in a specialized support class taught by a literacy specialist or other educator.

Students targeted for additional intervention will include, but are not limited to, students who meet the following criteria:

Assessment Criteria For Additional Intervention
CST – ELA or Math Far Below Basic, Below Basic, Basic
Not at grade level
Parent Recommendation Any
Teacher Recommendation Any

Ridgecrest Charter uses the Response to Intervention framework (RtI) to support all students below grade level. RtI is a process by which schools are proactive and universal in assessing students' academic, behavioral and socio-emotional development needs and providing students with timely, targeted and effective research-based interventions. The interventions involve classroom differentiation, specific interventions and additional services, including special education services.

Ridgecrest Charter School's RtI framework strives to offer a comprehensive approach to assessing, supporting and monitoring the progress of all students. RtI's framework encompasses and extends RCS's data driven, student-focused approach to instruction and student support, and encourages us to deepen coordination across our core classroom, intervention, special education and non-academic services.

Support for Students Achieving Above Grade Level

Because RCS's Instructional Guidelines are designed to differentiate and individualize instruction for students at different levels, students achieving above grade level can be effectively served at the School. For instance, the instruction during language arts allows students to be reading at their own instructional level. One student

reading at grade level can sit next to another student doing the same activity at three grade levels higher. Small class sizes and looping also aid in differentiation of instruction because classroom teachers understand each individual student's needs. The variety of instructional techniques and materials provided in RCS's program are cited as important features by the National Association for Gifted Children in the Gifted Educational Program Standards. Finally, any student achieving above grade level can be accelerated to a higher grade level at the discretion of the parent and Director.

Plan for English Learners

Overview

Ridgecrest Charter School will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms). Spanish speaking students in the country less than 12 months will be given the state's Designated Primary Language Test to determine the student's academic proficiency when tested in his or her home language of Spanish.

CELDT Testing

All students who indicate that their home language is other than English will be California English Language Development Test ("CELDT") tested within thirty days of initial enrollment¹ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under NCLB for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test;
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery;

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process;
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English; and
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Strategies for English Learner Instruction and Intervention

Teachers will be trained to use Specially Designed Academic Instruction in English ("SDAIE") techniques to meet the needs of English Language Learners. All Ridgecrest Charter School teachers are Crosscultural, Language, and Academic Development ("CLAD") (or any California Commission on Teacher Credentialing ("CCTC") equivalent) certified.

Specific Strategies include:

- realia (real objects and materials)
- manipulatives (drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, storymaps)
- visuals *(study-prints, text book illustrations, overhead-projected prints, reproductions of paintings and documents, and documents)
- graphic organizers (matrices, Venn diagrams and webs)
- planned opportunities for interaction between all individuals in classrooms

All teachers will be given professional development in teaching English Learners in their appropriate content areas.

Ongoing Assessment of EL Students

The Charter School's use of achievement data will also drive the instruction and professional developments as it relates to English Learners. The Charter School will analyze the data by this subgroup, and continue to assess the students' growth through teacher designed assessments and Ridgecrest Charter School's benchmarks.

Serving Students with Disabilities

Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEA").

The Charter School will be its own local educational agency (“LEA”) and will apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School is a member in good standing of the Kern County Consortium SELPA.

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School will provide notice to the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

Ridgecrest Charter School participates as an LEA member of the Kern County Consortium SELPA for the purposes of special education. All LEA members that SELPA, make the following assurances:

Free Appropriate Public Education -Schools will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been suspended or expelled from school.

Child Find -Schools will assure that all students with disabilities are identified.

Full Educational Opportunity -Schools will assure that all students with disabilities have access to the full range of programs available to non-disabled students.

Least Restrictive Environment -Schools will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids and services in the general education environment.

Individualized Education Program -Schools will assure that an Individualized Education Plan is developed, reviewed and revised for each child who is eligible.

Assessments -Schools will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition a reassessment shall be conducted at least once every three years, and more often if conditions warrant or requested by the student’s parents or teacher.

Confidentiality and Procedural Safeguards -Schools will assure that the confidentiality of identifiable data shall be protected at collection, storage, disclosure and destruction. In addition, students and their parents shall be provided with safeguards through the identification, evaluation, and placement process and provisions for a free appropriate public education.

Personnel Standards -Schools will assure that good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to children with disabilities.

State Assessments -Schools will assure that students with disabilities are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Director or designee and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the Individuals with Disabilities in Education Improvement Act ("IDEIA") but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient; and
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Director or Designee will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Serving Special Education Students

The Charter School intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all CDE or SELPA inquiries, to comply with reasonable CDE or SELPA directives, and to allow the CDE or SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all CDE obligations imposed by law.

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEIA. Charter School staff shall participate in SELPA in-service training relating to special education.

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral

of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student’s progress as provided in the student’s IEP, and at least quarterly or as frequently as progress reports are provided for the Charter School’s non-special education students, whichever is more. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP,

in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

It is the Charter School's understanding that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it will be subject to the allocation plan of the SELPA.

Professional Development

Ridgecrest Charter School teachers participate in a minimum of ten (10) full professional development days annually. Ridgecrest Charter School is committed to training teachers in English Learner strategies, use of assessments and data to drive instruction, peer observation and dialogue, standardized testing preparation, technology. Teachers utilize grade-level and school-wide collaboration strategies to ensure that best practices are fostered for Ridgecrest Charter School students. Attached as Appendix 11, please find the professional development plan for 2013-14.

Highly Qualified Teachers

At the center of the educational program are the teachers. The faculty will consist of well-prepared and certified teachers. All core teachers and paraprofessionals will meet the requirements of NCLB. Teachers will be encouraged to pursue National Board Certification within their first five years at RCS. Professional development and teacher collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career. In establishing a professional teaching environment, RCS will ensure collaborative planning time for teachers to design student focused curriculum, pedagogy and assessment through which students can make connections, deepen their understanding of concepts and achieve at high levels.

ELEMENT TWO MEASURABLE PUPIL OUTCOMES

The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. – Education Code Section 47605(b)(5)(B)

And

ELEMENT THREE METHODS OF MEASUREMENT

The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. – Education Code Section 47605(b)(5)(C)

Ridgecrest Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools.

Outcomes Aligned to the State Priorities

CHARTER SCHOOL OUTCOMES ALIGNED TO STATE PRIORITIES		
State Priority #1. The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))		
ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT

Ridgecrest Charter School Renewal Petition

<ul style="list-style-type: none"> • RCS will hire and maintain a highly qualified faculty. • RCS will obtain the most up-to-date standards aligned instructional materials that will prepare students for college and career. • RCS School facilities are maintained and in good repair. 	<ul style="list-style-type: none"> • All candidates will undergo a rigorous hiring process, which includes paper screening, interviews, performance tasks, curricular and teaching materials review, teaching demonstration, and reference checks. • Faculty will have 10+ days of targeted professional development; based on individual and school goals and the needs of students based on data. • School leaders and faculty will research and obtain the most up-to-date standards-aligned materials and participate in a yearly updating process. • Annual school community survey. • Faculty participates in shared decision making process. • Regular walkthroughs of school facilities by school leadership. 	<ul style="list-style-type: none"> • 90% satisfaction rating on annual school community survey results • 85% of teachers reach Plan Goals. • Number of high quality applicants per yearly faculty job opening is greater than 5. • Less than 10% of teachers leaving RCS after two or fewer years that are a cultural, philosophical and skills fit. • Faculty does yearly assessment of materials during intersession PD time. • 90% of faculty agrees leadership meetings are productive on school community survey. • 90% of community members agree that the school is clean and orderly on community survey. • School leaders rate the school condition as “excellent” on monthly walkthroughs.
--	---	--

State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> • All RCS curriculum will be aligned to CCSS. • All RCS curriculum will be designed to support ELs and other struggling subgroups. 	<ul style="list-style-type: none"> • Curriculum maps for each course written prior to school opening and revisited yearly. • All curriculum maps will have goals and strategies to support ELs. • 10+ days of professional development, which includes 5 full days dedicated for implementing Common Core, and supporting ELs and other struggling students. 	<ul style="list-style-type: none"> • 75% of ELs are redesignated yearly, as measured by reclassification criteria. • 90% of ELs make progress towards EL proficiency as measured by the CELDT. • School leadership audit of curriculum and lesson plans show that 100% of curriculum maps are aligned to CCSS and CA ELD standards and have supports for ELs and struggling students.

State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

ANNUAL GOALS TO ACHIEVE PRIORITY #3	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
--	------------------------------------	---

Ridgecrest Charter School Renewal Petition

<ul style="list-style-type: none"> • Parents view themselves as a key component of the schools' and student success. • Parents demonstrate high satisfaction with the school's program. 	<ul style="list-style-type: none"> • Published list of differentiated opportunities for parental involvement (handbook). • Regular, designated times for parents to give feedback to school leadership (meetings, etc.). • Annual school community survey. 	<ul style="list-style-type: none"> • 90% of parents complete 4+ hours of volunteering. • 75% of parents complete community survey. • Parental attendance at meetings is significant according to school leader. • 90% of parents agreeing to focused questions on annual community survey.
---	---	--

State Priority #4. Pupil achievement, as measured by all of the following, as applicable:

- A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)
- B. The Academic Performance Index (API)
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
- E. EL reclassification rate
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of college preparedness

ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> • All students will become proficient in English, math, science and social science. • Students perform well on all external tests. • Students show growth on benchmark assessments. • All students show growth on external measures. 	<ul style="list-style-type: none"> • Standards based and aligned curriculum. • Regular benchmark assessments (minimum 3x per year) aligned to standards • Extensive student support structures (remediation courses, tutoring, differentiated instruction) • Curriculum maps designed to support ELs and struggling students • Extensive professional development, (10+ days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups 	<ul style="list-style-type: none"> • 70% or more of all students will demonstrate at least one year of growth on the CST or CCSS. • 70% of students will show growth on their internal benchmark assessments for each course. • 95% or more of students will earn a passing grade of C or above in their courses. • On average, 75% of students are proficient or above on STAR or CCSS. • 75% of all subgroups score a proficient or above on STAR or CCSS. • API is above 800. • School meets 90% of AYP criterion. • 90% of ELs make progress towards EL proficiency as measured by the CELDT. • 75% of ELs are reclassified as measured by the CELDT.

State Priority #5. Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- D. High school dropout rates
- E. High school graduation rates

ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> Students attend school regularly, consistently and on time. 	<ul style="list-style-type: none"> Social-Emotional learning in all courses. Individualized Learning Plans. Extensive support structures, including early intervention plans. Extensive community building via orientation, and morning meeting. 	<ul style="list-style-type: none"> 95% (+/- 2%) Average Daily Attendance. Less than 3% per day (average) tardy Less than 2% annual Chronic Absentee Rate. 0% Middle School Dropout rate.

State Priority #6. School climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> Students will be thoughtful, engaged citizens of a 21st century world. All students consistently demonstrate strong SEL skills and Innovator Norms. Students will show growth on all SEL skills and Innovator Norms. 	<ul style="list-style-type: none"> Extensive community building via advisory, orientation and morning meeting as well as other school events. Advisory system and course. Social-Emotional Learning in all courses. Individualized Learning Plans. Analysis of and action plans from community surveys. 	<ul style="list-style-type: none"> Less than 10% suspensions. Less than 1% expulsions. At least 75% of all students will reach Individualized learning plan goals on the SEL rubric (http://casel.org). 75% of students rated proficient or above on SEL rubric. 80% + of students say other students consistently demonstrate Innovator norms on annual community survey. 90% of students are satisfied with RCS on community survey. 90% of parents are satisfied with RCS on community survey. Less than 10% transfer rate.

State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> 100% of students are enrolled in a broad course of study. 	<ul style="list-style-type: none"> Extensive Support Systems (tutoring, remedial courses, RTi, etc.). Comprehensive career and college focus 6-8. 	<ul style="list-style-type: none"> 95% of students promote from 8th grade. 60% of students are enrolled in honors and/or college prep classes following 8th grade promotion from RCS to HS.

State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

ANNUAL GOALS TO ACHIEVE PRIORITY #8	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
--	------------------------------------	---

Ridgecrest Charter School Renewal Petition

<p>Goal 1: All students will become proficient readers and writers of the English Language.</p> <p>Goal 2: All students will become proficient in mathematical skills and content.</p> <p>Goal 3: All students will become proficient in science concepts and scientific thinking.</p> <p>Goal 4: All students will become proficient in social science practice and content.</p>	<ul style="list-style-type: none"> • Standards based and aligned curriculum maps. • Regular benchmark assessments (minimum 3x per year) aligned to standards. • Extensive student support structures (remediation courses, tutoring, and differentiated instruction). • Curriculum maps designed to support ELs and struggling students. • Extensive professional development, (10+ days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups. 	<ul style="list-style-type: none"> • 70% or more of all students will demonstrate at least one year of growth on the English STAR test or CCSS test. • 70% of students will show growth on their internal benchmark assessments for English. • 75% or more of all students will be proficient or above on English STAR or CCSS test. • An average of 70% or more of all students will be classified as having an advanced or proficient grade level equivalence on the STAR Reading Assessment. • 97% or more of all students will earn a passing grade of C or above in their English course. • 70% or more of all students will demonstrate at least one year of growth on the CST for math. • 70% of students will show growth on their internal benchmark assessments for math. • 75% of students will be proficient or above on the math STAR test or CCSS test. • 97% or more of students will earn a passing grade of C or above in their math course. • 70% or more of all students will demonstrate at least one year of growth on the CST for science. • 70% of students will show growth on their initial benchmark assessments for science. • An average of 75% of students will be proficient or above on the science STAR test. • 97% or more of students will earn a passing grade of C or above in their science course. • 70% or more of all students will demonstrate at least one year of growth on the CST for social science. • 70% of students will show growth on their initial benchmark assessments for social science. • 70% of students will be proficient or above on the social science STAR test. • 97% or more of students will earn a passing grade of C or above in their social science course. • School leadership/department lead yearly audit of curriculum and lesson plans show that 95% of curriculum maps are aligned to CCSS and ELD standards and have supports for ELs and struggling students.
---	---	---

Collecting, Analyzing, and Reporting Data

RCS will collect and analyze data on student achievement on a regular basis and will provide student achievement data to staff, parents and guardians, and the State Board of Education:

Staff will receive data on student achievement during professional development using Data Director and will use this data to help monitor and improve RCS's education program;

Parents and guardians will receive data on student achievement when they meet with their child's teacher to develop, modify, or review their child's ILP; and

The State Board of Education will receive data on student achievement through School reports and/or presentations.

RCS uses the State Testing and Assessment Reports to assist in identifying strengths and weaknesses at a student, classroom, grade level, school and organization level. Additionally, the California Physical Fitness test will be administered and results data will be used to inform the content of the PE program. Prior to the start of school staff meet for one full week to analyze data, review cumulative files, and talk with the former teacher about each student. School wide plans for professional development will be based on this week.

RCS uses many in-house assessments which inform daily instruction. These RCS assessments provide the best benchmarks of a student's progress towards reaching the state standards.

Use of Data

Ridgecrest Charter School, as the petitioner, holds itself accountable for student progress. Staff are accountable to Ridgecrest Charter School for student performance improvement. In addition to State Standardized testing, Ridgecrest Charter School utilizes Success Maker, STAR scores, and teacher generated assessment and observation to perform ongoing assessment of student achievement. We believe that a student's success equals our success. Academic standards are measurable and measured. This includes pre and post-testing as well as longitudinal data, portfolio and performance-based assessments, writing on demand, essay exams, oral presentations of reading, and standardized tests as designated by the publisher. Each classroom teacher is provided with professional development to improve upon strategies to assess learning, analyze results, develop improved teaching strategies, and shape instruction. Daily instruction provides ongoing feedback through observation, projects, criterion referenced tests, open-ended tasks and writing samples.

Based on the outcome of the student performance assessment, curriculum changes may be made and/or curriculum augmentation may be implemented. This cycle of performance assessment and curriculum analysis/modification is performed on a yearly basis and shall remain consistent with the state accountability targets as defined by the California Academic Performance Index growth targets and Adequate Yearly Progress as defined by NCLB.

As stated above, Ridgecrest Charter School develops an Individualized Learning Plan for each of its students with the parent/guardian, student and teacher. This "contract" and its regular benchmark reviews (at least every six weeks) will include academic scores, progress reports, report cards, citizenship grades to assess improvement in academics, attitude and behavior, and attendance information. A sample Individualized Learning Plan is attached as Appendix 12.

Parent Survey

Each year Ridgecrest Charter School surveys parents on a variety of indicators of parent satisfaction, staff relationships, and student progress. Results of the survey are published in the school newsletter. The survey template is attached as Appendix 13.

Reporting Academic Progress

Ridgecrest Charter School shall meet all the applicable reporting and inspection/site visit requirements under Education Code Sections 47604.33 and 47607 and the memorandum of understanding (“MOU”) with its Authorizer which currently requires ongoing academic reports and shall promptly respond to all reasonable inquiries in accordance with Education Code Section 47604.3.

In addition to the reports to the Authorizer required under the MOU and applicable law, Ridgecrest Charter School shall publish a School Accountability Report Card (“SARC”) each year as required by law. Attached as Appendix 14, please find the 2012 SARC.

The SARC shall be transmitted in writing to the Authorizer and the California Department of Education. Copies of the SARC will be made available to each family in the Charter School and shall be posted on-line.

ELEMENT FOUR GOVERNANCE

The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. – Education Code Section 47605(b)(5)(D)

Legal

Ridgecrest Charter School is a public charter school within Kern County operating under the jurisdiction of its Authorizer. In accordance with Education Code Section 47604(c), it operates as a California non-profit public benefit corporation which shall operate within the terms and conditions specified in this petition.

Ridgecrest Charter School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

The Charter School will comply with all federal, state, and local laws, regulations, and ordinances that are applicable to California charter schools, including those related to zoning, occupancy, construction, health, and safety. The Charter School will secure general liability insurance, workers compensation, and unemployment insurance.

In accordance with Education Code Section 47604(c), an authority that grants a charter to a charter school to be operated by, or as, a non-profit public benefit corporation is not liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school, if the authority has complied with all oversight responsibilities required by law.

The corporate bylaws, articles of incorporation, and conflicts code are attached as Appendix 15.

Board of Directors

Ridgecrest Charter School will be governed by its Board of Directors (“Charter Board”), understanding that Ridgecrest Charter School (a California nonprofit public benefit corporation) has a legal fiduciary responsibility for the well-being of the Charter School. As such, and with particular reference to the Education Employment Relations Act, Ridgecrest Charter School, as the applicant for this charter, will set the terms and working conditions for all employees and will do so consistent with state and federal law.

The Charter Board has a maximum of six members. The composition includes at least 3 community members (not necessarily parents); at least one person recommended by staff who is not employed by the Charter School nor receiving any direct or indirect financial benefit from relationships with the Charter School; and the authorizer representative if designated. Per Education Code Section 47604(b), the Authorizer may designate a representative to the Board of Ridgecrest Charter School. The Charter School will be administered in a nonsectarian manner.

The Charter Board will be responsible for the following:

- approval of the general policies of the Charter School;
- employment, discipline, and release of Charter School employees;
- approval and monitoring of the Charter School's budget;
- receipt of funds for the operation of the Charter School in accordance with the Charter and applicable law;
- solicitation and receipt of grants and donations consistent with the mission of the Charter School;
- reviewing the Charter School's personnel policies and receiving from the Director reports relative to their implementation, such policies to be consistent with any applicable laws;
- fulfilling all other responsibilities provided for in the California Corporations Code, the Articles of Incorporation, Bylaws, or this charter necessary to ensure the proper operation of the Charter School are being carried out;
- reviewing monthly operations reports from the Director and annual independent audit reports; and
- hiring and evaluation of the Director.

Board members hold two year terms which are staggered to ensure continuity on the Board.

It is understood that the Authorizer shall have the right of access to all Charter School records to carry out its oversight responsibilities, and that the records of the Charter School are subject to the California Public Records Act. Board members shall receive annual training on the Ralph M. Brown Act during the first three months of each school year.

Ridgecrest Charter School will act as its own fiscal agent to the fullest extent of the law. Ridgecrest Charter School will see to it that all provisions of charter school legislation will be followed. Ridgecrest Charter School will monitor the budget monthly. An external auditor will be contracted with to assure standards of fiscal responsibility. Ridgecrest Charter School employs a Chief Operations Officer who works with back office service providers to ensure best accountable business practices.

Parent and Community Involvement

RCS encourages all groups to participate in and share responsibility for the educational process and educational results. In order to achieve this important end, the School plans to share local control with the School Site Council (“SSC”), consisting of parents and school representatives. SSC may participate in developing school policies and share in efforts to engage the support of the community. The SSC may make recommendations about issues related to the school and participate in reviewing parental and community concerns. The SSC will consist of representatives of the following parties: the director, teachers, and parents. The director is responsible for communicating all SSC policy recommendations to the Board of Directors. In short, RCS’s Board of Directors oversees issues related to RCS in general, while the SSC’s focus is on the day-to-day concerns.

Parent Involvement

One goal of the Charter School is empowering parents as educational partners. Parents should know that their voice and participation at the Charter School influences the development of the total school and its components. Parents will have the opportunity to participate in a variety of meaningful ways at the school site and their presence on campus and assisting teachers in the classroom is most important.

In order to ensure significant parent involvement, the Charter School has a standing Parent Teacher Organization (“PTO”) which serves in an advisory capacity to the Board and is open to all parents and staff. The PTO will advise the Ridgecrest Charter School Board through the Director on the operations of the Charter School, staff, teachers, and students. It will review and provide input on curriculum, facilities, safety, grants, technology, and community relations. The Charter School will encourage a higher rate of parent participation

(including parent conference attendance, parent meeting attendance, and parent volunteer presence) than similar schools in Kern County where such data is available.

Parents are strongly encouraged to donate at least four (4) hours of service monthly per family. A service hour form is sent home with the school newsletter each month for parents to complete and return to the Charter School. The aim of this requirement is to ensure that all families are informed and actively involved in the Charter School and to provide assistance to the Charter School.

Parents will be encouraged to become active in developing their child's Individualized Learning Plan and the Charter School's curriculum, evaluation process, and other programs. A Parent Center has been established on campus. It is used for parent education meetings, a resource center, and parent organizing efforts for school improvement and community leadership. Outreach efforts include PTO newsletters, Internet and E-mail communications.

The PTO ensures that notice is given to the parents of the following:

- special classroom and school-wide events to be held during the year;
- the process for time and labor donations to the Charter School;
- the process for "phone tree/e-mail communication" for all classrooms;
- access to a Ridgecrest Charter School website; and
- the procedure for verifying parent participation at all school and school-related events to enable families to meet their annual hourly participation goals.

Parents will be encouraged to take advantage of Labor Code Section 230.8 which bars discharge or discrimination against an employee for taking time off to visit a child's school or for using vacation, personal leave, compensatory time off or time off without pay (up to eight hours in any calendar month, up to forty hours each school year).

Additional Opportunities for Parent Involvement

- Parents, students and teachers meet at least twice a year to plan and assess the students' learning progress and determine goals
- School and staff evaluations – parents fill out a survey each year evaluating the strengths and weaknesses they identify with the program at the School
- New 2013-2014 Student-led conferences grades 6-8 – students will lead conferences on their work during the year to keep parents informed
- Volunteer Opportunities – various opportunities will arise for parents to volunteer, such as helping in classrooms, leading extra-curricular activities, assisting in event planning, attending study trips, and serving on parent committees
- Fundraising – parents and community members may work with the school to raise additional resources to support students and the school program
- Advocacy – parents and community members communicate the school design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources

- RCS Board of Directors meetings – parents and community members are welcome to the Board meeting. In compliance with the Brown Act, RCS posts the agenda for Board of Directors meetings at least 72 hours prior to the meeting, giving parents and community members notice of the meeting.

Addressing Parent Concerns and Complaints

RCS is committed to working with parents to address parental concerns and complaints. Parents will be encouraged to share their ideas and concerns with the School throughout the school year. RCS has established a formal complaint process to address any parent complaints about the employees or employment practices of the organization. Finally, RCS is committed to providing a safe, discrimination-free and harassment-free education to its students. To help achieve this important end, RCS has established a formal Discrimination/Harassment Policy and Complaint Procedure.

ELEMENT FIVE EMPLOYEE QUALIFICATIONS

The qualifications to be met by individuals to be employed by the school. – Education Code Section 47605(b)(5)(E)

Ridgecrest Charter will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. RCS believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. RCS recognizes that employment is voluntary, and the RCS Board of Directors shall not require any employee to be employed at RCS. The School will conduct background checks on employee candidates to provide for the health and safety of the School's faculty, staff, and pupils and the academic success of the pupils. RCS's Human Resources department, along with the Executive Director, shall monitor compliance with this policy. Employees will meet specific qualifications for employment as outlined in their job descriptions. Teachers will meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in Section 47605(l) of Charter Schools Act.

Selection and appointment of Ridgecrest Charter School's staff members shall be the exclusive prerogative of Ridgecrest Charter School. Persons who work at the Charter School shall be selected, employed, and released by the Charter School which will exclusively set the terms and conditions of employment.

Ridgecrest Charter School will not discriminate against any applicant on the basis of his/her ethnicity, sexual orientation, race, creed, color, national origin, age, gender, gender identity, gender expression, disability, or any other basis prohibited by law. The Ridgecrest Charter School board will be involved in the selection process for the Executive Director and, with the Executive Director, in the identification of staff.

Executive Director Qualifications

Subject to the approval of the Charter School Board, the Executive Director shall also have the responsibility of organizing, reorganizing, and arranging any of the educational, administrative, management, and support staff, which in their judgment best serves the Charter School.

The Executive Director shall also personally or by direction (a) review all policies adopted by the Charter School Board and make appropriate recommendations to the Board; (b) periodically evaluate employees as provided for by California law and Board policy; (c) advise the Board of sources of educational programs, student services, special education services and funds which are available to implement present or contemplated Charter School programs; and (d) advise the Board about all school matters. The Executive Director shall supervise and provide oversight throughout the term of this contract for all duties within this position description, even while the Board recognizes that an appropriate amount and type of work shall be delegated to other positions by the Executive Director. The Executive Director shall meet all qualifications established by the Board, including but not limited to the following:

Required knowledge, skills, and abilities:

- Superb communication and community-building skills
- Deep knowledge of curriculum development and program design
- A record of success in developing teachers
- Entrepreneurial passion

Required educational level:

- M.A. degree
- Graduate coursework in educational administration

Required experience:

- 5 plus years teaching and administrative experience
- Experience in performance assessment

Chief Operations Officer Qualifications (Expires, June 2014)

The Chief Operations Officer will report to the Executive Director, and will work with students, parents, and outside parties. The Chief Operations Officer will have the following qualifications:

Required knowledge, skills, and abilities:

- Strong organizational, time management, and multi-tasking skills
- Strong interpersonal and communication skills
- Expedience in office management capacity
- Ability to work independently as well as with a team

Required educational level:

- A.A. degree or equivalent work experience

Required experience:

- 3 plus years in fast-paced administrative support position
- Experience in school front office preferable
- Proficiency with Microsoft Office

Chief Operations Officer

The Chief Operations Officer shall have the responsibility of directing, coordinating and organizing facilities and business operation services, which in his or her judgment best serves the Charter School. The Chief Operations Officer shall also personally or by direction review all facilities and business operation services and policies adopted by the Charter School Board and make appropriate recommendations to the Board.

Assistant Director Qualifications (Advertising in November, 2013)

This position is partially replacing the Chief Operations Officer and will also take on some of the Executive Director's responsibilities.

The Assistant Director shall personally or by direction (a) review all policies adopted by the Charter School Board and make appropriate recommendations to the Executive Director to keep policies current; (b) periodically evaluate employees as provided for by Board policy or Employment Handbook; (c) advise the Executive Director of sources of educational programs, student services, special education services and funds which are available to implement present or contemplated Charter School programs; and (d) advise the Executive Director about all Charter School matters. The Assistant Director shall meet the following qualifications, at a minimum:

Required knowledge, skills, and abilities:

- Superb communication and community-building skills
- Deep knowledge of curriculum development and program design
- A record of success in developing teachers
- Entrepreneurial passion

Required educational level:

- Bachelor's degree (M.A. preferred)
- Graduate coursework in educational administration

Required experience:

- 5 plus years teaching and school leadership experience
- Experience in performance assessment

The Assistant Director at Ridgecrest Charter School should possess leadership abilities and a comprehensive educational vision that is consistent with the Charter School's mission and educational program. The Executive Director and Chief Operations Officer (for so long as this position is in effect), along with the Ridgecrest Charter School board, will interview candidates for Assistant Director, with the final selection made by the Ridgecrest Charter School board.

Business Manager Qualifications (Advertising in November, 2013)

This position is partially replacing the Chief Operations Officer.

The Business Manager will report to the Executive Director, and will work with students, parents, and outside parties. The Business Manager will have the following qualifications:

Required knowledge, skills, and abilities:

- Strong organizational, time management, and multi-tasking skills
- Strong interpersonal and communication skills
- Expedience in office management capacity
- Ability to work independently as well as with a team

Required educational level:

- B.A. degree or equivalent work experience

Required experience:

- 3 plus years in fast-paced administrative support position
- Experience in school front office preferable
- Proficiency with Microsoft Office

Business Manager

The Business Manager shall have the responsibility of directing, coordinating and organizing facilities and business operation services, which in his or her judgment best serves the Charter School. The Business Manager shall also personally or by direction review all facilities and business operation services and policies adopted by the Charter School Board and make appropriate recommendations to the Board.

Core Teachers' Qualifications

Criteria for the selection of teachers are adapted from the five standards used for certification from the National Board for Professional Teaching Standards. During the hiring process, candidates are evaluated using these standards:

1. Committed to students and learning
2. Knowledgeable about their subject matter
3. Skilled in management of learning
4. Reflective in their practice
5. Community-oriented

Teachers who are hired to teach a specific subject (e.g. math) will be required to hold a subject-specific credential or permit from the CCTC. In accordance with Education Code Section 47605(l), flexibility shall be given with regard to noncore, noncollege preparatory courses.

Additionally, teachers shall meet all applicable highly qualified requirements under NCLB.

Specific qualifications include:

- Dedication to putting in time, energy, and effort in developing the Charter School's program;
- commitment to working with parents as educational partners;
- willingness to become a learner as well as teacher/coach in the Charter School;
- knowledge or willingness to become knowledgeable about the developmental needs of our students;
- sensitivity to social as well as academic needs of the students;
- willingness and ability to plan cooperatively with other teachers;
- willingness to be trained in the use of different curriculums and learning styles in the classroom;
- willingness to be an active participant in staff meetings;
- willingness to work closely with the Student Study Team Coordinator by providing any information regarding a student's behavior change, attitude, and/or classroom performance;
- willingness to take a leadership role in some aspect of the Charter School's development; and
- a strong knowledge of their personal strengths and weaknesses, and a willingness to continue education through additional courses and training, workshops, seminars, and staff development.

All other staff members shall meet the basic criteria for employment as identified by the board. All staff will understand, in dress and demeanor, that they are role models for students. The best individuals are sought – understanding that those who desire to work in a public charter school should display a love for learning and exhibit joy in their task. All staff members, including teachers, will be interviewed by a panel put together by the Director.

Instructional support staff, meeting all other legal prerequisites for employment (e.g. fingerprint and TB clearance, I-9 verification, etc.), may be non-certificated but will not, in accord with the law, serve as the

“teacher of record” who is responsible for overseeing the student’s academic progress and who will monitor all grading and matriculation decisions as specified in the Charter School’s operational policies.

Personnel Policies

Ridgecrest Charter School has developed personnel policies in an Employee Handbook, which is periodically reviewed by the Ridgecrest Charter School’s board and the Charter School’s legal counsel for compliance with applicable laws. Attached, as Appendix 16, please find the Charter School’s employee handbook.

Evaluation Procedure

The Director shall observe and evaluate staff using a performance appraisal framework and system. The purpose of the performance appraisal system is to promote greater accountability by leading to changes in professional practice that result in the continuous improvement of student achievement. The assessment will include, but need not be limited to:

- an analysis of student achievement based on student performance on standardized and other specific assessments;
- observations by the Director in professional settings;
- accomplishment and growth consistent with core professional expectations as documented by the teacher in a professional performance improvement program;
- a self-assessment based on adherence to the vision and mission of the Charter School;
- community presence and involvement including frequency of parent contact; and
- an analysis of parent and student surveys to be collected in the spring of the year.

Attached, as Appendix 17, please find the Charter School’s Teacher Evaluation Form.

The Director will be evaluated by the Ridgecrest Charter School Board.

ELEMENT SIX

PROCEDURES TO ENSURE HEALTH AND SAFETY OF PUPILS AND STAFF

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. – Education Code Section 47605(b)(5)(F)

In order to provide safety for all students and staff, the Charter School will continue to update, adopt and implement full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts. The current Ridgecrest Charter School health and safety policies and procedures are attached as Appendix 18.

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Director of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws.

TB Testing

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility used prior as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Blood Borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

The Charter School shall function as a drug, alcohol and tobacco free workplace.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to

ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Sexual Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School sexual harassment policy.

Additional Insured

The Charter School agrees to purchase premises liability insurance and will name as “additional insureds” those legal entities identified by the State Board of Education.

ELEMENT SEVEN
RACIAL AND ETHNIC BALANCE

The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. – Education Code Section 47605(b)(5)(G)

RCS will strive to ensure that the student population will be reflective of the general population residing within the territorial jurisdiction of the school district in which the school is located. RCS will monitor the racial and ethnic balance among its students on an annual basis and will engage in a variety of means and strategies, including monitoring and revising its student outreach plan on an annual basis, to try to achieve a racially and ethnically diverse student population.

Outreach strategies will include:

1. Developing an enrollment timeline and process that allows for a broad-based recruiting and application process,
2. Engaging in outreach efforts and making presentations via neighborhood groups, community organizations, churches, and other leadership organizations, and local preschools
3. Advertising openings through marketing brochures, posting flyers in neighborhoods, distributing flyers at local grocery stores, and/or TV/radio public service announcements targeted towards diverse populations, and when needed, in various languages.
4. RCS shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Pupils will be considered for admission without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). The Charter School will strive to achieve a racial and ethnic balance of students and staff which reflects that of the general population residing in the District.

Targeted marketing in order to achieve racial and ethnic balance will include print and electronic media, community and regional outreach through flyers, direct presence at service group meetings within and outside the community, distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial and ethnic groups represented in the District, outreach meetings in convenient locations and upon the request of community groups to reach prospective students and parents, and direct mail where appropriate.

Attached, as Appendix 19, please find Student Recruitment Strategies.

ELEMENT EIGHT

ADMISSIONS REQUIREMENTS

Admission requirements, if applicable. – Education Code Section 47605(b)(5)(H)

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Completed student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completed Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

- 1) Siblings of existing students;
- 2) Children of employees;
- 3) Residents of Sierra Sands Unified School District;
- 4) Residents of Kern County; and
- 5) All other applicants

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be

posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

ELEMENT NINE
INDEPENDENT FINANCIAL AUDIT

The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. – Education Code Section 47605(b)(5)(I)

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The Charter School will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Chief Operations Officer, along with the audit committee, if one is formed, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the Authorizer describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the Authorizer along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

ELEMENT TEN

SUSPENSION AND EXPULSION PROCEDURES

The procedures by which pupils can be suspended or expelled. – Education Code Section 47605(b)(5)(J)

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
18. Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
19. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
20. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
21. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
22. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with

- exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
23. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
24. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

Ridgecrest Charter School Renewal Petition

- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or

dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Director or Director’s designee,

the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the

evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five

(45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT ELEVEN
RETIREMENT SYSTEMS

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. – Education Code Section 47605(b)(5)(K)

All employees of RCS who qualify for membership in the State Teachers' Retirement System ("STRS") or the Public Employees' Retirement System ("PERS") shall be covered under the appropriate system, as determined by credential status. Non-credentialed employees will contribute to PERS and federal social security. Employees will contribute at the rate established by STRS or PERS. The Chief Operations Officer of RCS will ensure that appropriate arrangements for the coverage have been made. RCS will make all employer contributions as required. RCS will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer.

ELEMENT TWELVE
PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. – Education Code Section 47605(b)(5)(L)

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT THIRTEEN
EMPLOYEE RETURN RIGHTS

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment with the charter school. – Education Code Section 47605(b)(5)(M)

No public school district employee shall be required to work at Ridgecrest Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the LEA to work in the Charter School that the LEA may specify, any rights of return to employment in a LEA after employment in the Charter School that the LEA may specify, and any other rights upon leaving employment to work in the Charter School that the Authorizer determines to be reasonable and not in conflict with any law.

ELEMENT FOURTEEN DISPUTE RESOLUTION PROCEDURE

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. – Education Code Section 47605(b)(5)(N)

Dispute Resolution Process – Direct Resolution

Because the State Board of Education is not a Local Education Agency, the SBE, if the Authorizer, may choose to resolve a dispute directly instead of pursuing the dispute resolution process outlined below, provided that if the SBE intends to resolve a dispute directly, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute.

Dispute Resolution Process –Alternate Resolution

- (a) In the event of a dispute concerning the terms of the charter, the Authorizer shall provide written notice to the other of the nature of the dispute and the facts which the party believes supports the failure to comply. This notice shall be provided within 15 calendar days of when the party either knew or should have known of the possible dispute unless there are extenuating circumstances. In an emergency, where oral notice precedes written notice, the oral notice shall be immediately followed by written notice.
- (b) After the receipt of the notice, the Authorizer designee and a representative of Ridgecrest Charter School board shall meet to try and resolve the dispute. If a resolution is reached, a written description of that resolution shall be drafted and signed and preserved as guidance for future action.
- (c) If no resolution is reached, the matter shall be submitted to a mediator experienced in conflict resolution and educational issues. The first opportunity for striking the choice of mediator shall be determined by lot. The parties shall alternately strike until one name remains. Within 10 calendar days of appointment or otherwise mutually agreed, the parties shall meet to attempt to resolve the dispute. Any agreements reached shall be written and preserved as set out in paragraph (b) above.
- (d) If no resolution is reached in mediation, each party shall have been deemed to have exhausted its responsibilities under this charter and shall have the right to pursue any remedy available under law. All timelines and procedures in this section may be revised upon mutual written agreement of the Authorizer and the Charter School.

ELEMENT FIFTEEN
PUBLIC SCHOOL EMPLOYER

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act. – Education Code Section 47605(b)(5)(O)

Ridgecrest Charter School shall be deemed the public school employer of the employees of the Charter School for purposes of the Education Employment Relations Act (“EERA”). Ridgecrest Charter School shall comply with the EERA.

ELEMENT SIXTEEN CLOSURE PROCEDURES

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. – Education Code Section 47605(b)(5)(P)

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of the Charter School, the District, the Kern County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and upon the dissolution of the non-profit public benefit corporation shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix 21, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Ridgecrest Charter School Renewal Petition
MISCELLANEOUS PROVISIONS

Budget and Financial Reporting

“The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.” - Education Code Section 47605(g).

Attached, as Appendix 21, please find the following documents:

- A projected budget including cash-flow
- Budget assumptions
- Financial projections for three years of operation

These documents are based upon the best data available to the Petitioners at this time.

The Charter School shall provide reports to the Authorizer as follows, and shall provide additional fiscal reports as requested by the Authorizer or required by the MOU with the Authorizer:

1. By July 1, a preliminary budget for the current fiscal year;
2. By July 1, an annual update required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the Authorizer, State Controller, State Department of Education and County Superintendent of Schools;
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31; and
5. By September 15, a final unaudited report for the full prior year. The report submitted to the Authorizer shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

Administrative Services

“The manner in which administrative services of the school are to be provided.” - Education Code Section 47605(g).

Ridgecrest Charter School may, where permitted, contract with the District for goods or services which the District, at its discretion, may choose to make available. Such contracts, however, shall not be construed to negate the operational independence of the Charter School from the District.

Ridgecrest Charter School will contract for accounting, budgeting, payroll, and independent audit services with a school district, the County Office of Education, or a commercial firm with charter school experience. Ridgecrest Charter School will provide for fiscal and business management service functions either through in-house staff or through an outside service provider.

Facilities

“The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate.” - Education Code Section 47605(g).

The Charter School purchased a site and has leased portable buildings to house its students. The Charter School has a mortgage on the property. All applicable State and local building code provisions have been followed for site and building improvements in accordance with Education Code Section 47610.

In designing a facility to invite learning, architecture and construction represent our student-centered focus. Community facilities were remodeled and renovated to meet this end. The current Ridgecrest Charter School facility, located at 325 South Downs in Ridgecrest, is an enlarged prior school site, with portable buildings added along with 2 playground areas, landscaping, a perimeter fence, computer lab, cafeteria and a library. Over the last two years the parents and PTO have raised enough money to add 2 playground structures to the site. The school is currently working with an architect and facilities committee to add a multi-purpose room that will have a gym for middle school sports and a full kitchen to prepare meals.

The following tables represent the classroom distribution by grade level and an analysis of the condition of School facilities.

Class Size Distribution – Number of Classrooms By Size		
	2013-2014	
Grade	1-22	28-32
K	3	
1	3	
2	3	
3	2	
4		2
5		2
6-8 English		1
6-8 Math		1
6-8 Social Studies and Science		1
6-8 Physical Education		1

Ridgecrest Charter School Renewal Petition School Facilities Conditions		
Interim Evaluation Instrument Area	Facility in Good Repair?	
	Yes	No
Gas Leaks	√	
Mechanical Systems	√	
Windows/Doors/Gates (interior and exterior)	√	
Interior Surfaces (walls, floors, ceilings)	√	
Hazardous Materials (interior and exterior)	√	
Structural Damage	√	
Fire Safety	√	
Electrical (interior and exterior)	√	
Pest/Vermin Infestation	√	
Drinking Fountains (inside and outside)	√	
Restrooms	√	
Playground/School Grounds	√	
Other		

Insurance and Safety Policy

Ridgecrest Charter School has compiled and maintained as necessary general liability, student accident insurance, automotive liability, errors and omissions, property, workers compensation, and unemployment insurance policies through its own insurance program or through agencies recommended by the Authorizer. If separate insurance is procured, it shall be equivalent with respect to limits of coverage.

CIVIL LIABILITY IMPACT

“Potential civil liability effects, if any, upon the school and upon the District.” - Education Code Section 47605(g).

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the Authorizer in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other Authorizer-requested protocol to ensure the Authorizer shall not be liable for the operation of the Charter School.

Further, the Charter School and the Authorizer shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the Authorizer for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School’s Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the Authorizer and the Charter School’s insurance company for schools of similar size, location, and student population. The Authorizer shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.